
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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No. 3

Again—The Transcript!

By Sarah C. Josenhans

Seattle, Washington

SINCE every shorthand teacher these days is anxious to develop transcribing ability in the shortest possible time and with least "wear and tear" on all concerned, my experiments in that direction may be of some value to others. I shall submit five definite suggestions and discuss briefly my plans for carrying them out in my own classes. It is much too early to predict what I may fairly expect of my advanced classes in the matter of transcribing speed, but I believe it will greatly surpass that of other classes who have not begun to transcribe so early in their course, because already the class in Shorthand I, taught under this plan, is measuring up almost to the accomplishment of the class in Shorthand III not working under this plan when they began last year. The mental ability of the two classes is very much the same.

1. Begin transcribing early—with the very first lesson.

2. Do it often—every day.

3. Make it count—keep a definite record of words *right* and of sentences *right*.

4. Make it accurate—do not count a word or sentence containing a single error of any kind. Have plenty of dictionaries in the room.

5. Use the typewriter—at the earliest possible moment. (Until students have learned the keyboard insist on pen-written transcripts. Accept no pencil work.)

The Plan of Procedure

My classroom procedure varies somewhat in detail from week to week, and of course during the first two or three days only separate letters and a few First Lesson words can be transcribed, but the following is my plan in general.

For convenience I cut small pieces of ruled ink-paper (a letter-size sheet makes six) and pass these to the students at the beginning of the period. I place the words to be transcribed on the board, usually five in longhand and five

in shorthand, though the number may vary with the length of the period or the advancement of the class. These papers are corrected and all *right* words counted and listed on a graph on the bulletin board. This record shows the number of words given, and the number each student had right. After the record is made the papers are returned to the students and errors discussed if necessary. Often the same words are repeated a day or two later, and of course they should not be missed on the second trial.

Penmanship Tests from Gregg Writer Lesson Plates

As soon as the first numbers of the *Gregg Writer* arrive I discontinue the daily ten or twenty word test and begin with Lesson Plate I. Using the same small papers, I have the words carefully copied in ink. The students turn back the headings showing their names, and I grade the penmanship by spreading the papers face up on the desk and arranging as to O. G. A. quality. Thus the grades are absolutely impartial and at the same time emphasize the need of superior penmanship qualities.

Transcription Tests

The following day the same lesson plate is transcribed in ink from the magazine. I select the papers which are likely to be the best, correct two or three and post them on the bulletin board. The other papers are given out to the students to be corrected from the posted copies sometime before class period the next day. The number right are recorded, as before, and the papers returned to the students.

If the periods are short a definite number of minutes may be allowed for these transcripts, five minutes, or ten, and all papers handed in whether finished or not. If some students finish before the time is up they are always given something to do, such as correcting transcripts from the previous day, recording corrected transcripts on graphs, cutting a new supply of small papers, or they may use the time for practice in their notebooks.

Review Practice and New Work

As soon as we have taken the first two lessons, or earlier, I have the students form the habit of going back to the beginning of the book and writing three outlines of each word in their notebooks, beginning each day where they left off the day before. This they are to do the instant they come to their seats, while I am taking attendance and doing such necessary things. The review practice just

mentioned, and the transcripts, requires from fifteen to twenty minutes, which is the equivalent of the "supervised study" portion of the period that in most subjects is observed during the last twenty minutes. The rest of the hour is devoted to the presentation of new lessons, penmanship drills, dictation, etc.

Transcribing Reading Exercises from Manual and "Gregg Writer"

After every three or four lessons I have the students transcribe in ink, or on the machine, all sentences in the Reading Exercises in the Manual, usually beginning with the last set and working toward the first. This is very easy, as the sentences have been practiced and dictated repeatedly, but that makes it especially easy to be careless, too. A sentence containing an error of any kind does not count.

A little later the sentences in the Lesson Plates of the *Gregg Writer* may be used the same way. This is comparatively new matter, as I have it transcribed before being practiced for dictation, though some students will usually be found who have tried it independently. The number of correct sentences is recorded on a graph similar to that used for words.

Tabulating the Lesson Plates

As soon as the students have learned the keyboard and capitals, I introduce them to the tabulator, and we transcribe Lesson Plates in tabulated form, four columns, which makes correction easy.

Introducing Business Letters

When the class has learned the word signs I begin having them transcribe sentences from their own notes instead of from printed ones. Short groups daily, perhaps five, make a satisfactory requirement, not burdensome to correct, and a really adequate test of ability. Slow dictation of letters from supplementary sources—*Gregg Speed Studies*, for instance—make an easy introduction to the matter of transcribing business letters, and as the students are asked to supply names and addresses where not dictated, they have the complete letter sometime during the first semester. Such transcripts should be accepted in lieu of mere copy work from the typewriting textbook, though nothing in the typewriting text which introduces any new points should be omitted.

Passing Grade Based Largely on Correct Transcripts

Our passing grade is seventy-five in all subjects. This means that the shorthand work is graded largely on the basis of transcripts, and

that seventy-five per cent of the assignments given must be absolutely correct. The variation in students' grades will be a variation in quantity and not in quality. Of course the student who has speed will get more done and therefore receive a higher grade than one who is slow.

Most of Correcting Done by Students

Perhaps, in closing, I ought to call attention again to the fact that although this plan may seem to make the matter of "correcting papers" a burden, it really does not work out that way. All the teacher has to do is to correct one or two of the best papers, writing in any corrections necessary, post these on the bulletin board, and let the students do the rest. The work is accurately done, for they have the corrected copies to check by, and all the papers are returned to the writers after being

recorded. If there is an error in the correction the writer is sure to notice it, and I see that the record is corrected. The students feel that they are learning something by seeing the correct work of others, as well as by seeing what kind of mistakes are apt to be made.

Work Must be Right to Count

All questions as to spelling, punctuation, capitalization, grammar, and sometimes geography and other neglected subjects, assume a new importance when the omission of a comma means the sentence cannot be counted, or when it is discovered that Fred Park cannot possibly have a sheep ranch in *Chili*. There are six dictionaries in my room and there should be more, as there is sometimes a waiting line. That transcript absolutely *does not count* unless it is right!



"Chirhythmography"

By Harold H. Smith

WE moderns need a jolt from past generations to keep down the size of our hat-bands at times. Here is one straight from the shoulder!

In rummaging through some books used by my parents in their school and teaching days, I found an interesting volume entitled, "Spencerian Key to Practical Penmanship. Prepared for the 'Spencerian Authors' by H. C. Spencer." Below and in type, indicating that it was desired to convey the impression that the ideas and general construction of the book were his, followed, "Platt R. Spencer, originator and author of the Spencerian Style and system of penmanship." The book was printed in 1878, but was copyrighted in 1866.

If any of our readers have access to this book, we hope they will read Chapter XIII, "Blackboard Writing"; Chapter XVI, "Counting for Dictation"; and Chapter XIX, "Chirhythmography." In these chapters that master penman, Platt R. Spencer, sets forth in flawless English and with the greatest thoroughness every essential detail of technique and method utilized by the best present-day teachers of shorthand and penmanship.

In the chapter on "Counting for Dictation," wherein the advantages of group or class drill in unison are described, we learn that we are originally indebted to the Germans for the idea of applying time to the movements of the pen.

It has long been practiced in their schools; their national love of music and acute perception of measured time probably having suggested its application to penmanship.

He tells how the counting may be done by the teachers or by the students, in groups or individually, and offers some alternatives in this form:

"Names and words may be used in place of numbers, remembering to keep perfect time; thus:—*up, down, up, down, light, quick, light, quick, left curve, straight line, left curve, straight line, right curve, etc.*, omitting the nouns when the adjectives are perfectly understood; as, *left, straight, left, straight, right, etc.*"

Perhaps the most interesting item to teachers of typewriting is contained in Chapter XIX, "Chirhythmography." He says: "This word, coined from three Greek words, *cheir*, *rythmos*, and *grapho*, signifies timed handwriting.

"It is intended to designate the application of measured time as an agent in securing regular and free movements in penmanship." The time device used was a metronome, but later on he adds: "The piano, violin, or almost any musical instrument, may be used for measuring time." Our subsequent use of the phonograph in reality fulfills the promise of Mr. Spencer's piano work, for now we have a mechanical device, free from the disadvantages of the

metronome, yet requiring no human agent for its operation other than to set it going.

He appends a notation which may be of interest. "Mr. E. G. Folsom, of the Albany Commercial College, was the first one in this country who introduced Chirhythmography into his classes in penmanship. He succeeded in

establishing a system of teaching beginners by the metronome that was eminently successful."

All of which leads us to ask ourselves

(1) Is there anything new under the sun?

(2) Can we afford to be ignorant of the work and labors of those who have gone before?



Teachers' Certificates

SINCE the last list was printed the following have been granted certificates:

Elsie E. Allen, Guthrie, Oklahoma
 Lester W. Artherholt, Cedar Falls, Iowa
 Genevieve Barnt, Cedar Falls, Iowa
 Ruth Helen Baxter, Washington, D. C.
 Mildred Boyle, Eugene, Oregon
 Mrs. Zelma White Branscome, Dallas, Texas
 Gladys Evelyn Brooks, Greeley, Colorado
 Helen Brooks, Greeley, Colorado
 Edith Alice Brown, Guthrie, Oklahoma
 Etta Browning, Corbin, Kentucky
 Eleanor Bernadette Carroll, New Rochelle, New York
 Hazel Ann Chambliss, Mountain View, Oklahoma
 Ruth Chandler, Guthrie, Oklahoma
 Marian C. Cohen, Baltimore, Maryland
 Mary L. Crawford, Cedar Falls, Iowa
 Howard E. Cross, Guthrie, Oklahoma
 Thelma DeForest, South Sioux City, Nebraska
 Waneta E. DeForest, Greeley, Colorado
 Dorothy Dick, Fort Collins, Colorado
 Holly L. Dixon, Cedar Falls, Iowa
 Marie Frances Ellerts, Wayne, Nebraska
 Margaret Ellis, Greeley, Colorado
 Annie B. Emberson, Long Beach, California
 Mazelle Evans, Greeley, Colorado
 Mildred M. Falk, Scribner, Nebraska
 Mrs. Olive G. Ferguson, Bluefield, West Virginia
 Ruth Marjorie Fleming, Greeley, Colorado
 Juliet B. Gilmore, Greeley, Colorado
 Edward Gingerich, Cedar Falls, Iowa
 Ruth L. Glass, Cedar Falls, Iowa
 Emma Louise Greene, Oakland, California
 Myrna M. Griggs, Cedar Falls, Iowa
 Genevieve Hardesty, Greeley, Colorado
 Helen Hilderbrand, Cedar Falls, Iowa
 Mildred Grace Holbrook, Cedar Falls, Iowa
 Lenore E. Hollinshead, Puyallup, Washington
 Rose M. Horn, Cedar Falls, Iowa
 Ruth Horth, Greeley, Colorado
 Mildred M. J. Jacobson, Greeley, Colorado
 Marjorie W. Jennings, Cedar Falls, Iowa
 Pearl Hazel Jones, Cedar Falls, Iowa
 Mary Garrett Keenly, Wilkes-Barre, Pennsylvania
 Mrs. Janet N. Kent, San Francisco, California
 Mildred Klaus, Reno, Nevada
 Mrs. Ruby Lambert, Greeley, Colorado
 Amelia Lavington, Guthrie, Oklahoma

Rosa Maude Lavington, Guthrie, Oklahoma
 Margaret Lawrence, Guthrie, Oklahoma
 Dorothy MacDougall, Halifax, Nova Scotia
 Isabell Mattox, Gallup, New Mexico
 Mabel H. Mayer, Los Angeles, California
 Isabel Edith McGarry, New Rochelle, New York
 Lorena Francis Menke, Havana, Illinois
 Hazel I. Muldown, Cedar Falls, Iowa
 Virgie A. Muzzio, Greeley, Colorado
 Winifred Nelson, Cedar Falls, Iowa
 Helen Jane Nesbitt, Greeley, Colorado
 Ida C. Nielson, Cedar Falls, Iowa
 Katherine O'Brien, New Rochelle, New York
 Margaret E. O'Connor, New Rochelle, New York
 Sadie Ogle, Greeley, Colorado
 Mary Erin O'Gorman, Fort Worth, Texas
 Emma W. Pace, Dallas, Texas
 Hazel E. Reeling, York, Pennsylvania
 Mrs. M. E. Roll, El Paso, Texas
 Thelma Ross, Little Rock, Arkansas
 Lorna Rowell, Guthrie, Oklahoma
 Edith V. Ruppenthal, Greeley, Colorado
 Estelle M. Ruth, Waterloo, Iowa
 Lillian Anne Ryan, New Rochelle, New York
 Lester K. Ryan, Cedar Falls, Iowa
 William Shively, Wayne, Nebraska
 Bonnie L. Sickels, Hillrose, Colorado
 Sara Z. Simpson, Dallas, Texas
 Sister Alma de Paul, Montclair, New Jersey
 Sister Anna Eleanor, Newark, New Jersey
 Sister Genevieve Marie, Weehawken, New Jersey
 Sister Ignatia Dillard, Perry, Oklahoma
 Sister Louise Agnes, Newark, New Jersey
 Sister M. Athanasia, Newark, New Jersey
 Sister M. Bertranda, Jersey City, New Jersey
 Sister M. Gregoriana, Gallup, New Mexico
 Sister Mary Augusta of the Cross, Seattle, Washington
 Sister Mary Padua, Norman, Oklahoma
 Edward H. Smith, Cheney, Washington
 Muri B. Starr, Portland, Oregon
 Carl B. Strand, Cedar Falls, Iowa
 Geraldine Suits, Guthrie, Oklahoma
 L. Frank Tellier, Cedar Falls, Iowa
 Louise Swindle, Cedar Falls, Iowa
 Firmen Eader Upham, Guthrie, Oklahoma
 Ruth I. Vinding, Cedar Falls, Iowa
 Frieda Mae Walner, Waterloo, Iowa
 Opal Mae Walton, Guthrie, Oklahoma
 Edna B. Wooster, Los Angeles, California
 Blanche D. Zeller, Cedar Falls, Iowa

What's Your Speed in Shorthand?

If you can tune in Station WNYC on your set you can find out how fast you write by taking the dictation Mr. Swem will give at 9:15 P. M. Monday, November 14. That is the date for another of the New York Gregg Shorthand Teachers' Association Radio Shorthand Contests open to Gregg teachers, students and stenographers everywhere. Try it! Details will be broadcast before the dictation is given.

How to Win Contests

[Under this title Mrs. Frances Effinger-Raymond, manager of our Pacific Coast and Orient Office, and Miss Elizabeth S. Adams, assistant manager, prepared a most valuable piece of constructive work as a part of the company's educational service for teachers in their territory. For the benefit of all readers of "The American Shorthand Teacher" we are giving the full text of the circular. It will prove of special interest in connection with the report given last month of the results of the 1927 State Shorthand and Typewriting Contests. We append also a scale to measure the individual progress of students in typewriting classes.]

NOW is the time to prepare to win the spring contests in typing and shorthand. Successful contestants cannot be developed in a week or two—it is a step by step process.

In Shorthand—Accuracy in Transcript

Step One.—Be sure all the first writing habits are such as will produce controlled fluency in writing at fair speed. See *Gregg Speed Studies*, pages 1-19.

Step Two.—Give systematic drills on phrase writing and words of high frequency at accelerating speeds of dictation. At the same time give daily drills in writing new words and sentences at dictation speed that is not quite so rapid. See *Word and Sentence Drills in Gregg Shorthand* (Markett), *Analytical Lessons in Gregg Shorthand* (Frick), *Graded Dictation* (Rasmussen).

Step Three.—Test the accuracy and speed of dictation by transcript of new dictation done under the supervision of the teacher in order to catch and remedy early faults.

Note: Specific preparation for transcription may be given in the typing room as soon as the students are sufficiently skilled by letting them type rhythmic drills and sentences from shorthand outlines. The Gregg Wordsign Chart can be used for typing word lists also. If teachers wish we will suggest graded sentences to be used thus.

New Matter Dictation

Step Four.—Train specifically for contests by the dictation of new matter and its transcription under contest conditions. Vary the speed of dictation but hold to the contest situation and approach. Eliminate weaker students from this drill. Do not hold facile writers back for slower writers.

Step Five.—Analyze and correct individual faults in posture, phrasing, lack of endurance, careless English, illy-learned theory.

Keep in mind that TRANSCRIPTION is the keynote of successful contest-takes. It cannot be overemphasized. Demand written transcription, in longhand or on the typewriter, from shorthand plates, and from student's notes of new matter that has been dictated once only. Solid matter dictation may be taken from any newspaper or magazine, or from the following books: *Secretarial Dictation* (Gregg - SoRelle), *Constructive Dictation*

(Gardner), *Personality* (Spillman), *Letters From Famous People* (Green), *Shorthand Speed Course* (SoRelle), *Shorthand Championship Tests* (Mechler), *The Stenographic Expert* (Bottome), *Gregg Speed Practice* (Gregg).

In Typing - Accuracy First

Step One.—Build the sound basic technique of accuracy on a stroking rate of not less than eighty strokes per minute, increasing this stroking rate gradually on easy drill units (words of high frequency—easy phrases). Increase as rapidly as is consistent with accuracy. No one is likely to win the amateur contest with a stroking rate of less than 250 strokes per minute.

Step Two.—Reestablish the basic technique of accurate stroking under the pressure of speed acceleration, using short speed tests and drills on difficult words. Use the Rational Rhythm Records for continuity writing, thus assuring steadiness of stroking at a controlled high speed. For good tests see Part II of the *Rational Typewriting* texts, or *Problems in Office Practice and Business Style* (Strumpf) —Tests 1-50.

Step Three.—Train to develop the habit of contest-takes by following regular contest procedure, filling out identification slips, listening to the whistle, checking and re-checking papers. Do this often enough to make the contest idea perfectly familiar.

Step Four.—Train students to analyze individual errors and organize remedial drills, practicing them until specific errors are eliminated. Suggestive supplemental aids are found in the following texts: *Seven Speed Secrets* (Smith and Wiese), *Typewriting Speed Studies* (Hakes), *Learning to Typewrite* (William F. Book, Ph. D.).

Note: All steps are essential for beginners. Last three are essential for advanced students, plus training for endurance at high speed. The winner in the novice contest must write well over 200 strokes a minute.

Scale for Measuring Individual Progress

The objective of the following program of achievement is to offer a concrete scale by which students may measure their progress and get the relative bearings of accuracy and speed on their progress grades. A concrete

objective scale like this relieves the teacher of all responsibility in fixing grades. If the school program is flexible enough to permit the superior student to earn credits upon rapidity of accomplishment, this scale offers a very simple way to evaluate the quality of such accomplishment.

Part One

Proposed standards are given here by which students may evaluate each Accuracy-Speed Typing Test. Proceed thus: Check all errors according to International Contest Rules. Get total of errors and net words per minute. Find corresponding grades in the scales for Accuracy and Speed. Add grades, divide by two; result is final grade. The Accuracy Scale is the same for all four semesters.

Since there should be a rigid assignment in form work to balance the accuracy-speed drills

in two semesters, such skill should receive due recognition. The use of this scale makes it easy to measure both rapid and slow progress and practically impossible for a student to earn an "easy" credit, particularly in the third and fourth semesters. It also makes it a very simple matter for the instructor to grade the individual differences with mathematical precision.

Proposed Budget in form work based on *New Rational Typewriting*:

SEMESTER I: The Fifth Assignment in each of first twelve sections—one error the maximum. It is understood that the four preceding assignments in each section have been given under teacher control of stroking and technique with *no emphasis* on error, but with great emphasis on correct technique.

SEMESTER II: Sections 13—24.

SEMESTER III: Sections 25—30. Stress absolutely perfect copy.

SEMESTER IV: Sections 31—33. Stress absolutely perfect copy.

ACCURACY SCALE		SPEED SCALE (N. W.—NET WORDS PER MINUTE)							
All Semesters		Semester I		Semester II		Semester III		Semester IV	
Error	%	N. W.	%	N. W.	%	N. W.	%	N. W.	%
0	100	35	100	45	100	55	100	65	100
1	98	34	99	44	99	54	99	64	99
2	96	33	98	43	98	53	98	63	98
3	94	32	97	42	97	52	97	62	97
4	92	31	96	41	96	51	96	61	96
5	90	30	95	40	95	50	95	60	95
6	88	29	94	39	94	49	94	59	94
7	86	28	93	38	93	48	93	58	93
8	84	27	92	37	92	47	92	57	92
9	82	26	91	36	91	46	91	56	91
10	80	25	90	35	90	45	90	55	90
11	78	24	89	34	89	44	89	54	89
12	76	23	88	33	88	43	88	53	88
13	74	22	87	32	87	42	87	52	87
14	72	21	86	31	86	41	86	51	86
15	70	20	85	30	85	40	85	50	85
		19	83	29	83	39	83	49	83
		18	81	28	81	38	81	48	81
		17	79	27	79	37	79	47	79
		16	77	26	77	36	77	46	77
		15	75	25	75	35	75	45	75

SCALE FOR MEASURING INDIVIDUAL PROGRESS IN ACCURACY-SPEED TESTS.
IN TYPEWRITING

and tests, we feel that a budget of finished work should be asked of each student of typing.

Part Two

If the student covers the required budget of form work and reaches a grade of 90% in the Accuracy-Speed Tests (ten minutes for Semester I, fifteen minutes for other semesters) he should be regarded as having earned the $\frac{1}{2}$ credit for that semester. As gifted writers are quite able to earn two full credits

We suggest that the scales be copied as permanent reference tables on the board in the typing room to be used by the typing class to grade their tests. They set a definite goal of achievement that will spur even the lazy students to better endeavor. Like all attempts at standardization, this scale must be regarded as experimental and, thus, to be modified in the light of further experience. If you find it adequate, let us know. If you find it inadequate, send us your constructive criticism that we may improve the scale.



SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

NEWs comes from Bayonne to the effect that S. S. Huber, principal of the Kenwood School and a well-known psychology teacher and newspaperman, is to marry his school secretary, Gilda Gochman this fall. The romance had its inception some years back when Mr. Huber was instructing psychology classes in a New York school, of which Miss Gochman was a student.

WE have also received notice of the marriage at Winchester, Indiana, June 12, of Ruth E. Bales and Max Fisch.

Mr. Fisch received his Ph. D. from Cornell University recently, on a scholarship he won while working his way through Butler University. Dr. Fisch has paid his own way since, as a mere youth, in 1915, he secured his secretarial education at the school conducted at the Panama Pacific International Exposition in San Francisco.

The marriage ceremony was performed by Dr. John Henry Walker, who was also a student at the Exposition school.

LAST June, the Department of the Interior organized a new activity of the higher education division of the Bureau of Education with the appointment of a specialist in teacher training.

While the Bureau has conducted research into the various phases of higher education, this is the first time that it has undertaken a specialized and systematic study into the subject of the training of teachers in normal schools, colleges, and universities. The inauguration of the work was due to the demand of educators throughout the country that the Bureau undertake more extensive research and investigation into this important feature of higher education.

The new specialist is Ben W. Frazier, of Milligan College, Tennessee. He has had wide experience in teacher training, serving as director and head of the department of education

of the Alabama State Normal School prior to his appointment. He is a graduate of the Tennessee Teachers' College, attended Peabody College and the University of Tennessee, where he received a B.A. degree, and later Columbia University, specializing for three years in teacher training and administration and receiving his master's degree. He also has been principal of elementary, junior, and senior high schools in several states. He served in the Marine Corps during the World War and was a teacher in the Army post schools at Montiershaume, France.

THE many friends of Mr. William Backrack, formerly supervisor of commercial schools for the Chicago Board of Education, will be interested to know that the call of the teaching profession has lured him into the fold again. In addition to his business activities, he is to be general supervisor of the commercial school conducted by The Jewish People's Institute.

WE read with interest that Mr. Thomas B. Liner will again head the commercial department of the Gainsville (Texas) High School and Junior College. This makes his third term in that capacity. The young people of Gainsville are fortunate in having the guidance of such an able leader.

MR. W. C. LOWE, principal of Commercial High School, Atlanta, Georgia, the president of the Southern Commercial Teachers' Association, announces that a very fine program is being formulated for the Thanksgiving meeting of the Association to be held in Atlanta. The program is outlined on page 95.

The meetings will be held on Thursday, Friday, and Saturday, November 24, 25, and 26; if you are at all within reach of Atlanta, plan to spend your holidays there and profit to the utmost.

“DONT’S” for Shorthand Teachers

By John Robert Gregg

(The following “Don’ts” were the basis of a talk to teachers at the Gregg Summer Normal School. Each “Don’t” was followed by reasons, with illustrations from personal experience and observation.)

- Don’t talk too much.
- Don’t get into a rut.
- Don’t indulge in sarcasm.
- Don’t be diffuse in your instruction.
- Don’t leave faulty forms on the board.
- Don’t fail to prepare for each lesson.
- Don’t commit suicide by the “red ink route.”
- Don’t be nervous and “fussy” about your work.
- Don’t confine your instruction to the textbook.
- Don’t scatter your illustrations over the board.
- Don’t be too rigid in maintaining your program of work.
- Don’t hold a confidential conversation with the blackboard.
- Don’t acquire “Shorthand technicitis” or inoculate your students with it.
- Don’t fail to make a note of anything that seems to interest or help your students.
- Don’t fail to collect supplementary matter and tests on each lesson, and put them in a loose-leaf book for use and reference.
- Don’t forget that shorthand is a *practical* subject and should be taught through practice.
- Don’t fail to impress upon your students the value of *reading* shorthand as well as writing it.
- Don’t fail to express praise for good work.
- Don’t become a talking machine or a mere corrector.
- Don’t forget to be human in your attitude towards students.
- Don’t fail to train your students to be business-like—to do their work easily, quietly, directly.
- Don’t neglect to read the professional publications—with pencil in hand to make notations of new ideas.
- Don’t fail to inculcate correct methods of holding notebook, of turning the pages, and of having the notebook ready for action.
- Don’t fail to bring the *Gregg Writer* to the attention of your students and explain to them how they may secure the most benefit from it.

AND LAST OF ALL

- Don’t say “DON’T” in giving instructions! Let your instruction be *positive*, not negative.

Stenography as an Aid to English

Some Tabulations from the Results of English Tests Given College Freshmen

By Claude M. Yoder

Director of Commercial Courses at State Normal School, Whitewater, Wisconsin

(From the report in the "Bulletin of Commercial Education" issued by the Whitewater Normal)

WE make a fetish of English in our scheme of education and yet fail in our goals of accomplishment. Our secondary schools, junior and senior high schools, spend more time on this subject than any other. The results are apparently more disappointing than in any other field of study. Perhaps the disappointment is due to our failure to study, or at least to consider, the English activities of the pupils and to direct our teaching toward these activities as an objective.

Certainly to be able to speak and to write correctly is an accomplishment. The knowledge of grammar, sentence structure, punctuation, and capitalization is essential for meaningful expression. They are tools necessary to shape ones thoughts into expression. Without a working knowledge of these tools one is handicapped and is criticized and often ridiculed. It is the conversational and written communicational English that is condemned or praised. Good English is invariably a mark of knowledge and also insures power to express that knowledge.

We become best acquainted with those whom we meet most often. Our vocabulary is made up of the words we see and use most often. It is undoubtedly true that we make useful tools of the technique of grammar, sentence structure, punctuation, and capitalization only by often using and seeing them used correctly. It seemed an interesting problem to determine what subjects served the graduates in high schools most in developing good English through exposure to and use of correct technique. Two subjects which offer a great deal

of correct usage of English and require correct usage in expressing meaning are language and stenography. These two subjects were made the basis of some tabulations which follow tending to show their relative importance as agencies in English technique accomplishments.

All students entering (entrance requirements are the same as for the University of Wisconsin) the Whitewater State Normal for the first time September, 1926, were given a standard set of diagnostic tests in English composition. These tests consisted of one in grammar containing 30 points, one in sentence structure containing 24 points, one in punctuation containing 30 points, and one in capitalization containing 24 points—a total of 112 points. The standard median was 86.

Some of the questions arising from the study of the results of these tests were: Are the students entering the Whitewater State Normal School, whose specialty is commercial teacher-training, as good or better in English than the standard median? Are the students entering the commercial teachers' course as good or better in English than the ones entering other teachers' courses? Do language and stenography materially assist in English accomplishments? Does work in two so-called special fields tend to lower standards of English accomplishments, which on the whole are marks of general accomplishments?

Tabulations of the Scores

While the number of cases is very small and perhaps, for this reason, quite unreliable, the tabulations are interesting and with ac-

Students Tested	No. of Cases	High	Standard Median 86	
			Scores Low	Median
Total number	161	107	23	86
Who enrolled in:				
Commercial Course	59	105	26	88
All other courses	102	107	23	85
Whose High School Courses Included:				
Stenography	47	107	38	89
Language—Foreign	40	104	44	89
Stenography and Language	17	104	64	91
Neither Stenography nor Language	91	103	23	81
Stenography and Domestic Science	28	105	50	89

(These tests were in grammar, sentence structure, punctuation, and capitalization with a total of 112 points.)

cumulated material from year to year will prove helpful in the correct appreciation of the relative value of subject matter. If these figures disclose anything at all they seem to show

- (a) That students entering the Normal School are as good in English as the standard.
- (b) That those entering the Commercial Course are better than the standard.
- (c) That language and stenography greatly assist in the mastery of English, also that one is as good as the other in this particular.
- (d) That work in two special fields does not lower the standards of accomplishment.



Results of the New York State Novice Championship Typewriting Contest

Held at Hotel Utica, Utica, New York,
September 29, 1927

AS the first annual novice championship typewriting contest for the state of New York was not held until September 29, we were unable to include the results in our annual statistical compilation which was published in last month's issue of the *American Shorthand Teacher*.

Up to this year the New York schools have not been represented in the International Novice Championship Typewriting Contest held annually at New York City concurrently with the World's Typewriting Championship Contest.

Due to the initiative of a small group of New York commercial teachers who were determined to have New York represented this year, a state contest committee was appointed late in August and Mr. William E. Smith, head of the commercial department of the Utica Free Academy, was elected chairman. Although the time at their disposal for organization, publicity, and the many other details of a state contest, was exceedingly short, the results obtained pave the way to a larger and more representative contest next year.

The winners of the first five places were:

WINNER	NEXT WORDS
Bryant & Stratton College, Buffalo,	
Isabelle Janner	58.3
Bryant & Stratton College, Buffalo,	
Mary O. Weig	56.8
Excelsior School of Business, Utica,	
Catherine Klein	49.0
Utica Free Academy, Utica,	
Filomena Alfano	46.9
Utica School of Commerce, Utica,	
Isabelle Reichler	43.9

¡ATENCIÓN!

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EDITORIAL COMMENT

ON SUNDRY TOPICS

How Fast Transcription?

ONE of our teacher correspondents writes: "In an article in *The American Shorthand Teacher*, January 1926, it is stated that 20 words a minute is the maximum rate of speed for students to transcribe their notes." The correspondent wants to know how many hours' work are required to attain this goal, and frankly acknowledges that it has been impossible to achieve it in 240 hours of typing practice.

How to acquire transcribing power is now one of our most vital teaching problems. It probably always has been so, but we have never realized it so keenly as at present. Methods of teaching shorthand—theory shorthand—and typewriting have been vastly improved, but in the teaching of advanced shorthand and its correlative, transcription, we have assumed that if a student could write shorthand and could type at a fair rate of speed the problem of correlation was negligible. We find that it is not. Students come to us from the shorthand department with a good working speed of, say, 80 words a minute; and from the typewriting department with a speed-test speed of around 50. But when they come to convert the shorthand into type the net typing speed is greatly reduced. Students who can fairly romp away in a typing "speed" test at 50 or 60 words a minute find it difficult to convert shorthand notes into type at a rate of 10 words a minute or less. A very simple analysis of the elements in transcribing from copy or shorthand shows why transcribing from shorthand normally must be somewhat slower than transcribing from printed copy.

Typing from Correct Copy.—Typing from correct copy presents no problem except following the copy, assuming that the finding of the keys and hitting them, and using the machine correctly, are fairly automatic. Spelling, capitalization, punctuation, paragraphing do not enter into the problem. All these have been worked out. The typist merely reproduces

what his eyes see. It is a comparatively simple problem.

Transcribing from Shorthand Notes.—Transcribing from shorthand notes presents a rather complicated problem until the technique is well developed. The shorthand must be interpreted as to words and as to sentences. Spelling enters into the problem, as do also punctuation, capitalization, paragraphing, and arrangement. Shorthand notes cannot always be interpreted literally. Context plays a part in the process. A shorthand outline may represent two or more words. The right word must be selected. The language sense must be highly developed to enable the transcriber to maintain a good rate of speed in transcribing. The student may be weak in one, or more, or all of these factors. Since his transcribing rate is the total elapsed time in minutes divided into the total number of words, the speed of typing or productive work naturally drops in proportion to the amount of time consumed in deciding the questions hinted at. There are factors that go back even farther than these.

In taking the shorthand notes the student must interpret what the dictator says. He may not be clear as to the language or the meaning of what has been dictated. This further complicates the situation; so that, after all, transcribing ability depends as much upon education and the power to interpret English and shorthand clearly as it does upon actual stroking speed. The typist may type as rapidly while transcribing as he does ordinarily, but the losses incurred in getting ready for this operation reduce his speed.

If the speed of transcription is to be increased, these various factors must be taken up in a systematic manner and ability to deal with them speeded up. Correct transcribing is a job requiring careful, scientific organization and training. We cannot assume that students have this ability naturally and let it go at that—as we have done in the past.

The correspondent mentioned at the beginning of this article is speaking of students who have completed their business school course in 240 hours of typing practice. If the customary shorthand and typewriting skill requirements are met, they should have a shorthand speed of 80 to 100 words a minute, and the writing should be fairly well automatized for the great majority of words. They should have a typing speed (copying straight matter) of, say, 40 to 50 words a minute. It should not be an impossible feat for one so situated to transcribe shorthand at the rate of 20 words a minute, or faster. Ten per cent deduction for determining the arrangement of the matter, supplying punctuation, capitalization, and other mechanical details of writing would seem to be sufficient—20 per cent at the very most.

If this waste in transcribing is to be eliminated, the development of quickly acting interpretive power and the details of writing must be studied. These factors must be scientifically correlated. We must also think of the job in terms of transcribing ability, not merely "reading." There is a vast difference between reading shorthand and transcribing it correctly on the typewriter. Until the student is trained, through much reading and transcribing of shorthand, to the point where his most effective typing speed can be utilized, he has not been properly equipped. There is no reason why transcribing speed should not be approximately as high as copying speed. It is a problem for teachers to study, and we shall be glad to open our columns to a discussion of this entire question.



The Value of Shorthand in Teaching English

MR. CARL A. BOWLES, in writing on commercial education in the junior high schools of Berkeley, California, makes out a very strong case for shorthand, because of its value in teaching English. He says:

"It must be admitted that the main objective of shorthand is vocational but there are other quite definite and very important points to be held in mind; for instance, mental unfoldment and a general development along cultural lines. This last is, of course, intangible and hard to determine, but there can be no question as to the stimulation and development of habits of attention, concentration, memory, judgment, self-reliance, accuracy, and mental alertness.

"The stenographer works in English. He must first center all of his faculties on hearing correctly, distinguishing between sounds. In addition to this he must use his judgment, draw on his vocabulary and on his knowledge of sentence structure and correlation in instantly comprehending the correct meaning of what he must transfer to his notes through co-ordination. The English language is full of homonyms and synonyms and very often while one word might be used in place of another, the stenographer is to reproduce the exact thought of someone else and there is sometimes just a shade of difference in the meaning of a word, or in the different placing of punctuation that will distort or throw an entirely different meaning on a construction. A well-known example of this is the so-called "colon-law" in Massachusetts, in which two very different constructions of a passage depended on the position or omission of a colon.

"Nor is it sufficient to hear accurately. The stenographer must be keen and true in his representation of the sound heard. If he has heard correctly but transferred the sound incorrectly or has not been sufficiently alert or quick in making the expression, confusion will ensue which, if not causing much trouble, will at least mean a delay in the final transcription and perhaps even make the whole piece worthless because unreliable. It is imperative that the student of shorthand enlarge through systematic, intelligent study his vocabulary. No one can expect to write successfully words and sentences that he cannot understand.

"Through the constant writing of good English, and the stenographer is obliged to do this, one unconsciously acquires the habit of careful selection of words and expressions in speech. The subject matter which is dictated to the student of shorthand is made up of the finest specimens of business correspondence, literary addresses, public speeches, and excerpts from the world's best literature. Hackneyed and redundant expressions, superfluous and extravagant words, slang and loose or undignified and meaningless phrases become gradually eliminated from one's vocabulary. Certainly, shorthand is a cultural as well as a practical subject in the school curriculum."

Mr. Bowles gives an analysis of the shorthand writing process, which shows clearly how it affects the student's English. Shorthand could very appropriately be introduced early in the grammar schools chiefly for its value in teaching English. Of course its practical value would be immeasurable.

Gregg Writer Complete Theory Tests Ready

THE new Complete Theory tests in Gregg Shorthand are now ready. There are five tests in all, each containing a list of 200 words. For convenience, these tests will be used in consecutive order—Series A the first month, Series B the second, etc. This gives the student five opportunities to win the certificate during any one school year, instead of two, as heretofore. Many students will qualify the first time, of course, but others may have to take two, three, or more tests before qualifying for the certificate.

The tests have been carefully worked out, and, in some instances, tried out on classroom

groups before publication. From 50% to 60% of the words are taken from the Harvard and Ayres lists of words of high frequency, 25% are common phrases, and 25% or less are vocabulary words and words representing advanced lessons.

While sample copies of the tests cannot be mailed, teachers may take the tests themselves, if they wish to do so. All test blanks must be returned to us after being filled in by the students and checked by the teacher, regardless of whether or not they qualify for the certificate. The cost of each test is 10c. and the remittance should be sent with the order.



Southern Commercial Teachers to Meet

at Atlanta, November 24-26, 1927

THE beautiful Hotel Biltmore has been chosen for the meeting place this

Thanksgiving of the members of the Southern Commercial Teachers' Association—the seventh annual gathering since its organization in 1921. The membership has now grown until it represents fifteen Southern states, President Lowe tells us, from Maryland to Texas. And there is nothing "slow" about these commercial teachers, nor about their meetings, young as the association is compared to its sister societies in the commercial teaching field. The five hundred teachers who attended last year's meeting in Asheville were as enthusiastic and professionally spirited a group as we have ever met—we do not quote this from the "program notes," but from our own experience and our desire to have you share the good things we know you will find awaiting you at Atlanta!

The members who arrive on Thanksgiving Day will be tendered a theater party at 7:30, as guests of the local committee (Clark E. Harrison, vice-president of Draughon's Business College, Atlanta, chairman), and at ten o'clock they will be taken for an evening ride over the city and suburbs.

The morning session Friday will open with a welcoming address by the Honorable L. G. Hardman, Governor of Georgia, and a welcome to the city by Mayor I. N. Ragsdale. Dr. Willis A. Sutton, superintendent of Atlanta schools, will welcome the convention on behalf of the public schools; Dr. M. L. Brittain, president of Georgia School of Tech-

nology, will speak for the colleges, and Mr. H. R. Todd, president of Draughon's Business College, for the private schools. After these short addresses, the regular business of the session will open with an address, "A Test Program in Commercial Education," by P. A. Carlson, vice-chairman of State Teachers' College at Whitewater, Wisconsin.

At noon Friday the members of the Association will be entertained at a luncheon at Davison-Paxon Company, affiliated with Macy's of New York City. Before luncheon, the guests in groups will be shown by special guides through this institution.

Friday afternoon will be devoted to departmental round-table talks and discussions, the teachers of public and private schools meeting in separate sessions. Strong speakers have been secured for these talks, and practical application and working-out of principles will be stressed rather than theory.

On Friday night, the banquet will be held in the palatial ballroom of the Biltmore Hotel. It will be worth a trip to Atlanta just to attend the banquet. The inimitable J. Murray Hill, vice-president of Bowling Green University, will be toastmaster, and that, of itself, insures the meeting against any dull moments.

Saturday morning will be devoted to the regular business of the convention, including one or two strong addresses, reports of committees, and election of officers for another year. The convention will close Saturday with an auto trip to Stone Mountain, Georgia's contribution to the wonders of the world.

Diagnostic Tests in

Compiled by

High School, W. All

M^Y original purpose in devising scientific tests was to devise a diagnostic test.

As a result of various attempts I have found the completion type very satisfactory. As words, I have devised the enclosed completion test, which was used with many

The correlation between the regular school grades and the new-type test scores was very high. The highest possible score on the semester test was 198, and the range of test scores was from 140 to 198. for an interpretation of the scores into school or percentage grades.

The pupils who participated composed two sections under my instruction and completed the tests given at various times throughout the semester and included the points on them. This sort of test. They used the shorthand terminology more accurately than in any of the other tests.

The above-mentioned study of the classified word test was conducted as follows:

A list was given at the close of each lesson and the results studied for diagnostic purposes to show which words were most generally incorrect. A summary of the results was given.

Another type of test which tests accurately is the multiple choice (Test II) which tests it as much as the completion, as the completion affords the opportunity for testing the student's knowledge of the shorthand symbols.

I am sending this brief summary of my contact with the new type of testing for your information.

Test I—IOB Completion

1. Between a character and *t, d, n, m*, the circle or loop is written with a movement to express *r*.
2. Between an curve and a straight line the circle is placed on the side.
3. Diphthong *i* followed by a vowel is expressed by a circle.
4. The unaccented is omitted between blended consonants.
5. The of the first of a word rests on the line of writing, except .. before a character.
6. The *oo*-hook is always placed on its side *m* and *n*.
7. In the body of words ... is expressed by a dash beneath the vowel following it.
8. When ... is joined to a curve, it is written in the same direction as the curve.
9. The backward form of *th* is used when joined to ..., ..., and
10. In words beginning with *so* the *s* is used.
11. Before or after straight lines, or between two straight lines running in the same direction, the circle is written
12. The *o*-hook is placed in an position *n, m, r, l*, when preceded by a character.
13. Circles are written on the of curves and of angles.
14. The hard sound of *th* is indicated by a after *th*.
15. A small loop at the beginning of words expresses
16. Vowel combinations consist of vowels written in their natural order.
17. A word sign is an abbreviated character.
18. At the beginning of words followed by a vowel is expressed by the *oo*-hook.
19. The *o*-hook is placed on the side *n, m, r, l*, except when preceded by a character.
20. When *s* is joined to *t, d, n, m*, the *s* is used which forms a character.
21. The suffix or is expressed by a dot placed beneath or close to the preceding letter.
22. The vowel is omitted in the prefixes *en, in, un, em, im*, when the prefix is followed by a character.
23. Between a and upward character the circle or loop is written with a movement to express *r*.
24. When *sw* is followed by,,,, the *w* is expressed by a small loop.
25. A pure diphthong is the in a of two simple vowels uttered in rapid succession.

Shorthand Theory

by M. Nelson

Allis, Wisconsin

theory and, with a special word study based on the classified list of 1000 most common stratifying results as the *final theory test at the end of the fall semester*.

were high enough to warrant reliability. Fifty-six students participated in the test. In 177, the number right, to 61. These scores were plotted and a percentile curve drawn

in I. Q. from 124 to 82. This final test was constructed from several preliminary tests in which students had shown themselves weak. The students are enthusiastic over the test.

ing of pupil's weakness in application of theory. The results were tabulated to these tabulations produced the 100 words which were included in the final test. I consider it the best test for accuracy in theory. However, I have not developed the best number of facts.

benefit of those who may be interested.

Final Test—Shorthand

26. The letter *x* may be expressed at the end or in the body of words by a slight..... of the curve.
27. The prefix ... is expressed by *es*.
28. The *oo*-hook is placed on its side after ... and ... when followed by or
29. *Us* is written without an at the beginning of words, after downstrokes, or after ... and
30. ... is expressed by a lowered *n*.
31. The prefixes ..., ..., ..., are expressed by *k*.
32. The *th* is given the preference.
33. is expressed by the sign for *s* followed by period dash.
34. is expressed by a lowered *m*.
35. The suffix is expressed by a small circle.
36. The suffix, is expressed by *sh*.
37. In words consisting of *s* and *th* or both and a *s* or *th* should be written with movement.
38. Where it is possible to use either *ten*, *den*, or *ent*, *end*, the, blend is given the preference because it gives movement.
39. or straight lines, or straight lines in the same direction, the circle or loop is written with a movement to express *r*.
40. Between two reverse curves the circle is turned on the of the first curve.
41. *K*, *g*, *r*, *l*, *n*, *m*, are characters.
42. *P*, *b*, *f*, *v*, *ch*, *j*, *sh*, are characters.
43. Short-*i* followed by short-*a* is represented by a within a
44. The past tense of words is usually expressed by a disjoined
45. *Tain* is usually expressed by the blend.
46. Long-*e* followed by the circle *a* is expressed by a within the
47. Consecutive vowels not forming a are written in their order.
48. The *s* is reversed to express *r* in the syllables *cer*, *ser*, and *sar* before lines.
49. The *s* is used when joined to *sh*, *ch*, *j*.
50. A comma-*s* is also a *s*.

SAMPLE OF COMMON WORDS TESTS

4. Fill in the spaces:

1. The *s* is used in the word "these."
2. The *s* is used in the word "sale."
3. The *s* is used in the word "chess."
4. The *s* is used in the word "soul."
5. The *s* is used in the word "ceiling."

6. The *th* is used in the word "athlete."
7. The *th* is used in the word "Ruth."
8. The *th* is used in the word "death."
9. The *th* is used in the word "wreath."
10. The *th* is used in the word "moth."

5. Write the following words in shorthand:

connection	anyway	sail	take	warm	eight	within	consideration
worth	church	winter	clothing	burn	whom	love	service
only	crowd	spent	cut	point	ice	direction	watch
age	through	family	there	neighbor	often	follow	life
relative	maybe	contain	brother	year	noon	line	manner
walk	omit	water	brother	details	paper	study	divide
investigate	carried	jail	rate	evening	aunt	certain	know
wreck	recent	spring	became	black	thought	took	daughter
sometimes	nearly	bridge	mile	might	total	boy	await
page	cordially	especially	length	were	catch	yard	women
belong	number	now	brought	few	use	known	concern
white	member	attempt	July	truly	June	retire	army
ticket					particular	spend	anything

Test II—Multiple Choice—Shorthand

1. When joining *th* to *o*, *r*, *l* use
 - (a) the backward *th*.
 - (b) the counterclockwise *th*.
 - (c) the forward *th*.
2. When characters form an angle join the circle
 - (a) inside of the curve.
 - (b) inside of the angle.
 - (c) outside of the angle.
3. In words consisting of *s* or *th* or both and a circle vowel
 - (a) the clockwise circle is used.
 - (b) the clockwise *th* and *s* are used.
 - (c) the clockwise *th* is used.
 - (d) the backward *th* and *s* are used.
4. When there is a choice of using either *th*
 - (a) the counterclockwise *th* is given the preference.
 - (b) the clockwise *th* is given the preference.
 - (c) the more convenient form is used.
5. A circle occurring between reverse curves is written
 - (a) inside the second curve.
 - (b) on back of first.
 - (c) on back of second.
6. Circles joined to curves are written
 - (a) on the inside of the curve.
 - (b) on the back of the curve.
 - (c) on the beginning of the curve.
7. *S* when joined to curves
 - (a) is written counterclockwise.
 - (b) same direction as the curve.
 - (c) joined with an angle.
8. After a downstroke the *o*-hook followed by *n*, *m*, *r* or *l* is
 - (a) written in an upright position.
 - (b) on its side.
 - (c) either way if convenient.
9. *S* is joined to *t*, *d*, *n*, *m* with
 - (a) a comma-*s*.
 - (b) counterclockwise *s*.
 - (c) sharp angle.
10. The *oo*-hook is always placed on the side
 - (a) before *n* and *m*.
 - (b) after *m* and *n*.
 - (c) between *m* and *n*.
11. The circle or loop may be reversed to express *r*
 - (a) between a downward and upward character.
 - (b) between a forward and downward character.
 - (c) between a horizontal and upward character.
12. The plural of words ending in a reversed circle may be expressed by
 - (a) a clockwise loop.
 - (b) a reversed circle.
 - (c) a clockwise circle.
 - (d) a reversed loop.

Training to Win

By Florence E. Ulrich

Editor of the Gregg Writer Art and Credentials Department

WHEN a teacher receives a class of shorthand students for instruction she has two fundamental purposes in teaching and a two-fold accomplishment to perform. (I speak of the subject of shorthand only.) The average student that comes to her for instruction will have no definite idea of what shorthand is like, how he must go about studying it, and what is expected of him. There are two methods of acquainting him with it; one is to assign a lesson in the textbook with the injunction that he do what the book directs; and the other method that every good teacher is using more and more is to treat the textbook not as a taskmaster but as a source of information and help, and guide him in his study of it.

Don't Let the Students "Draw"

Inevitably, if an open book is thrust before a student of shorthand, he begins with slow, laborious writing, trying to draw the characters as nearly as he can like those on the page before him. The result is disastrous not only to speed but to formation of characters. We know from experience that drawing produces a shaky, thick track of ink that for the most part can be deciphered only imperfectly, and certainly cannot be executed very rapidly. It is at this point that the student starts to acquire either correct writing habits or bad ones, and the teacher is responsible for that start.

It is necessary at the outset to teach the students the correct form of a word and the proper way to execute it, and the best way to accomplish this is by illustration, writing the outline on the board and asking the students to imitate it.

A Few Details

The correct manipulation of the notebook, dating and flipping of leaves, and the proper writing position must also be stressed at the beginning.

Develop Speed from Start

A speed of from ten to twenty words a minute, perhaps thirty, can be developed from the start. As soon as a student has been shown how to make a character, he should be encouraged to form a mental picture of it first, and then transfer that picture to paper quickly,

smoothly, and accurately. The building up of a vocabulary depends more or less on the number of these "pictures" he has stored up ready for instant use.

Let the Gregg Writer Credentials Serve You

An ingenious teacher will know how to arouse an ardent desire in the pupils to excel in their work. Many use the *Gregg Writer* credentials and contests, and find them very helpful for that purpose. Even though the shorthand teacher has not the same problem of having to awaken conscious motive in the pupil, no small part of her job is to furnish a sufficient motive to keep the students on tip-toes in their practice. In other words, these motives must be big enough and strong enough to keep the students everlastingly practicing shorthand until the aim determined upon has been reached.

Next to arousing desire to learn in the pupil is the necessity for providing him with the necessary incentive to sustain that interest. Showing him a page of arbitrary signs and instructing him to write them does not tend to hold interest. Standing before the class and expounding the theory of shorthand will not do it. The opportunity to do a little experimenting and reasoning on his own part with the guidance and help of the teacher will. Which leads us to the point: Which is the better, the deductive or the inductive method of teaching shorthand? Perhaps both can be used to advantage. While, personally, I am opposed to the kind of teaching that consumes most of the class period in "shorthand discussions," nevertheless, I believe that the teacher can lead her pupils through the assignments better if she does not stick too closely to the old-time method of "never mind asking questions, just do as I tell you." Students are flattered when their consciousness is considered and their intelligence respected.

The two-fold purpose of teaching, then, is not only to start the pupil in his study of shorthand correctly, but to keep him headed in the right direction. The teacher must be not only the motor, but the navigator as well, if she is to carry her students safely to the port of proficiency.

Use the Board

Blackboard illustration is the quickest, safest, and best method of teaching correct shorthand,

but, to carry our figure a little further, you can more easily launch your pupils on the shorthand course if you start the motors first, letting them work up momentum before throttling them down to an exact function. Then navigation begins, but not until then. In other words, give the pupils a warming-up exercise—something that they know how to write—before acquainting them with the shorthand characters.

The Penmanship Approach

To illustrate: Suppose you want to teach *er*. It is not necessary to explain at the outset that the small circle is *e*, the curve is *r*, and the circle is written inside of the curve. Let the pupil write the combination, become familiar with the form, then explain to him what it is. For instance, have the pupils write the continuous circle exercise used in longhand for making the small letter *e*. Emphasize that the circle must be made very small, a mere turn of the pen, and the curve short but uniform in length. After the pupils have written this exercise five or six times, or until they are writing it freely and continuously, have them cut the circle-curve combination apart, and alternate between writing the circle before the curve and after it.

The same may be done with *ek*, using a drill that is familiar to most students and which is used for the small letter *n* or *m*, only have the students form circles instead of points at the bottom.

The writing of these combinations should be done as rapidly as will be consistent with good formation and proportion, and the necessity for the latter even while developing fluency of execution should be emphasized.

Then the Rules

You are now ready to pause for a moment to explain what the combinations represent, adding that circles are always written on the inside of curves, as shown in the drills. This method has the advantage of an easy approach from the known to the unknown in mental development, and swift, continuous motion right from the start in writing. It provides an easy "take-off," in the jargon of the aviator, with credit to the teacher and less peril to the shorthand-writing progress of the pupils. This method of approaching each lesson by leading from out of the experience of the pupil will not only insure interest in the presentation, but will aid progress.

Proper Writing Insures Correct Transcription

Teaching the pupils to write shorthand correctly and teaching them to transcribe quickly and accurately is, then, the two-fold accomplishment of the shorthand teacher. Proper attention to the expert performance of the former insures a creditable performance of the latter. It has been interesting to us to note the number of expert student shorthand writers who have done creditable work on the O. G. A. tests and in the contest, that have won distinction in the county, city, and state contests. In some instances they have made perfect scores in their transcripts. You cannot emphasize too often the necessity of a good start in shorthand penmanship, and the need for the development of a good writing style. The teacher who toward the end of the semester wonders why the pupils do not get up writing speed will be wise if she looks to the kind of notes these pupils are writing, and the manner in which they write them!



Teacher Certificate Winners

O. A. T.

Isabelle Gibbons, East Intermediate School, Jackson, Michigan
Leda Allen, Cyprus High School, Magna, Utah
Mrs. Nova Day, Rosenthal School of Commerce, Columbia, Missouri
Mrs. B. H. Baker, High School of Commerce, Yonkers, New York
Mrs. E. E. Baldwin, Rosenthal School of Commerce, Columbia, Missouri
Mrs. C. M. Doss, U. S. V. Hospital 93, Legion, Texas

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Jennie Reul, High School, Madison, Indiana
(Continued on page 112)

Rational Dictation

by

*Dr. Edward J. McNamara, Principal, and Mark I. Markett, Chairman
Department of Stenography, High School of
Commerce, New York City.*

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DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

The Acid Test

From "Page Mr. Tutt," by Arthur Train

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(Continued from the October issue)

During this colloquy Mr. Schlemmer, who⁴⁸⁰⁰ had been entirely forgotten, had been kicking his heels nervously in the witness-chair.

"Do you need me any longer?"⁴⁸²⁰ he now inquired. "We are very busy at the office just now."

"I am very sorry to detain you!" apologized⁴⁸⁴⁰ Mr. Tutt, "but there are one or two matters I may still wish to inquire about.—Now, your honor, may⁴⁸⁶⁰ I call your attention to the fact that the word 'Yucatan' is slightly blurred where the check has been folded—⁴⁸⁸⁰ that is to say, that the ink has run into the creases?"

"I see that," replied Judge Barker. "What significance⁴⁹⁰⁰ do you attribute to it?"

"The paper upon which that check is printed is the finest banker's bond—glazed. Unless⁴⁹²⁰ it is first creased, nothing written on it will blur; which means that when the words 'Pay to the order⁴⁹⁴⁰ of The Yucatan Trading Company' were written on its face the check had already been folded. When checks are filled⁴⁹⁶⁰ out in check-books at the same time as their counterfoils or stubs, as they usually are, they are quite⁴⁹⁸⁰ smooth."

"I get you!—You think that something had been erased before they were written in?"

"I think"—Mr. Tutt⁴⁹⁹⁰ spoke with the utmost modesty—"I think that after the forger had abstracted the check from the outgoing office mail⁵⁰¹⁰ he first erased the name of The Yucatan Trading Company as payee and inserted his own or some other convenient⁵⁰³⁰ name in its place, then after he had cashed the check and it had gone through the clearing-house and⁵⁰⁵⁰ been returned, that he erased his own name as payee and again inserted that of The Yucatan Company. Next he⁵⁰⁷⁰ erased his own indorsement and substituted Mr. Wiltshire's, and finally he erased the cancellation-stamp of the bank where he⁵⁰⁹⁰ had cashed it and forged that of the Cottonseed National, thus making it appear to a superficial inspection that The⁵¹¹⁰ Yucatan Trading Company had received and deposited the check in the ordinary course of business—with this significant difference, that⁵¹³⁰ since the indorsement did not read 'for deposit only,' there would always remain the question of whether Mr. Wiltshire had⁵¹⁵⁰ not cashed the check

and kept the money himself. The man who did all that, your honor, certainly should not⁴⁹⁸⁰ get off with a suspended sentence!"

"I'll say he shouldn't!" declared Judge Barker. "But how do you know that it⁴⁷⁰⁰ is so?"

"I should like to ask Mr. Schlemmer what he thinks about it," ventured Mr. Tutt mildly. "Will you⁴⁷²⁰ look at the check for a moment, please, Mr. Schlemmer?"

"I am afraid I can't be of any help to⁴⁷⁴⁰ you, Mr. Tutt," grinned the witness, flashing his gold bicuspid. "What I don't know about forgery would fill the Encyclopædia!"⁴⁷⁶⁰

Mr. Tutt grinned in sympathy.

"I guess we are all in the same boat so far as that is concerned.⁴⁷⁸⁰ Anyhow, you will agree with me that a man clever enough to think up such a scheme and put it⁴⁸⁰⁰ into successful execution is a pretty dangerous criminal?—You certainly would not ask any court to give him a suspended⁴⁸²⁰ sentence?"

"No, I suppose not," conceded Mr. Schlemmer. "Only I don't see why we should assume that McGunnigle did all⁴⁸⁴⁰ these things! Why not give him the benefit of the doubt?"

"Fortunately, we do not have to assume anything!" announced⁴⁸⁶⁰ Mr. Tutt. "Where handwriting has been erased by the use of acid it can sometimes be brought back by chlorine⁴⁸⁸⁰ gas, although it quickly fades out again. I have with me the necessary ingredients and we may be able to⁴⁹⁰⁰ find out to what extent this check has been tampered with. I am not much of an alchemist, but I've⁴⁹²⁰ dabbled a bit in chemistry as in most things. If your honor will put up with an old man's hobby——"⁴⁹⁴⁰

"Go to it!" said Barker, glad of an excuse to relax. "Give us your whole box of tricks!"

"Well, here⁴⁹⁶⁰ they are!"

Mr. Tutt bent over and, lifting a black bag from beneath the table, opened it and took out⁴⁹⁸⁰ a glass retort in the shape of a small gourd, and a couple of phials.

"This object which resembles a⁵⁰⁰⁰ small pumpkin," said he, indicating the retort with its long bent-over stem, "is used for generating the gas from⁵⁰²⁰ the ammonia and sulphur contained in these two phials. Most inks are composed of iron and coloring matter, and the⁵⁰⁴⁰ iron has a nasty and most inconsiderate way of remaining in the paper after the coloring matter has been removed⁵⁰⁶⁰ by ink eradiator. The fumes of sulphur and ammonia combine with the iron to produce a temporary brown stain. First⁵⁰⁸⁰ I pour in the sulphur——"

"Hold on a minute!" admonished his honor,

descending hastily from the dais, while the reporters⁵¹⁰⁰ surged into the jury-box. "I want to see this!"

Mr. Tutt waited until they had gathered around him, not⁵¹²⁰ unlike the group of surgeons in Rembrandt's famous "Anatomy," then slowly poured into it the contents of the phial of⁵¹⁴⁰ ammonia.

The retort was now almost full of a yellowish liquid which rose half an inch above the opening into⁵¹⁶⁰ the stem. A mist had gathered upon the inside of the glass.

"Now, boys!" exclaimed Mr. Tutt, who was enjoying⁵¹⁸⁰ himself even more than usual, "just give the old man a little more room, will you? My knowledge of the⁵²⁰⁰ Black Art is limited, and if I get rattled I might make a mistake and evoke an evil spirit or⁵²²⁰ something! Suppose we try the front of the check first? Are you ready?"

He tilted the retort so that the⁵²⁴⁰ contents fell below the aperture of the stem, thus allowing the gas to escape. Then he removed the cork at⁵²⁶⁰ one end, held the check just above it, and struck an attitude, chanting in a hollow voice.

Faintly, but almost⁵²⁸⁰ as if raised by his incantation, there appeared beneath the writing on the face of the check a dingy yellow⁵³⁰⁰ stain which grew in distinctness until the two blended into a confused web-work.

"Well, I'll be doggoned!" ejaculated the⁵³²⁰ Honorable Barker, momentarily unmindful of his judicial dignity. "What does it say?"

"It's fading out already!" wailed "Deacon" Terry of⁵³⁴⁰ *The Tribune*. "If only we could photograph it before it disappears!—Can't one of you sharks make out what it⁵³⁶⁰ is?"

"Perhaps we'll have better luck with the indorsement," said Mr. Tutt, turning the check over and moving it slowly⁵³⁸⁰ back and forth against the end of the stem of the retort. Again, almost at once, a chrome stain appeared⁵⁴⁰⁰—indubitably handwriting—below the words "Yucatan Trading Co."

Mr. Schlemmer had joined the group and was watching the proceedings through⁵⁴²⁰ his heavy glasses with keen attention.

"This is certainly most interesting!" he conceded. "If only we could decipher those marks⁵⁴⁴⁰ we could find out just how McGunnigle worked it. I confess I've been entirely baffled."

"Luckily, I shall be able⁵⁴⁶⁰ to satisfy your curiosity!" Mr. Tutt informed him. "I must confess, your honor, to a slight disingenuousness. In fact, during⁵⁴⁸⁰ the adjournment, I took advantage of the court's permission to examine the exhibits, made this identical experiment last Saturday, and⁵⁵⁰⁰ photographed the markings during the few seconds before they vanished. These photographs I have had enlarged a few dozen diameters."⁵⁵²⁰

He lifted something like a window shade from beneath the table and allowed it to unroll from his hand. Through⁵⁵⁴⁰ the superimposed indorsement, as upon a palimpsest, could now clearly be seen the words:

For deposit in the Flatbush Trust⁵⁵⁶⁰ Co.
Albert N. Isaacson

"And so, your honor and assembled gentlemen," cried the old man triumphantly, "we know precisely what⁵⁵⁸⁰ this forger did. He first substituted the name of Isaacson for that of the payee, deposited the check at the⁵⁶⁰⁰ Flatbush Trust Company, and having again secured possession of the voucher after it had been returned through the Clearing House,⁵⁶²⁰ erased his forgery and replaced the name of the Yucatan Trading Company, the original payee. He then turned the check⁵⁶⁴⁰ over and, erasing the Isaacson indorsement, forged that of the Trading Company; erased the cancellation stamp of the Flatbush Trust⁵⁶⁶⁰ Company and forged that of the Cottonseed National. A pretty clever piece of work, I think your honor and Mr.⁵⁶⁸⁰ Schlemmer will both agree."

"I certainly take my hat off to you, Mr. Tutt!" declared Judge Barker. "You have satisfied⁵⁷⁰⁰ me that this is no case for clemency!"

Mr. Tutt made his best bow.

"Just to make the case complete,⁵⁷²⁰ your honor, I have subpoenaed the paying teller of the Flatbush Trust Company. He is here in court. He may⁵⁷⁴⁰ be able to put the final seal of confirmation upon our theoretical speculations by identifying the check as having been⁵⁷⁶⁰ deposited in his bank."

"I must say that you have thought of everything!" added his honor, resuming his place on⁵⁷⁸⁰ the bench. "Call your witness!"

"Mr. Brainard, take the stand!" directed Mr. Tutt. "Are you the paying teller of the⁵⁸⁰⁰ Flatbush Trust Company?"

"I am," answered the witness, who had seated himself in the chair just vacated by Mr. Schlemmer.⁵⁸²⁰

"How long have you held that position?"

"Nine years."

"Have you a depositor calling himself Albert N. Isaacson?"

"We have."⁵⁸⁴⁰

"When did he open his account?"

"A couple of years ago."

"What were the circumstances?"

"Mr. Isaacson called with letters⁵⁸⁶⁰ of introduction, satisfied us of his identity, and started his account in the usual way."

"What address did he give?"⁵⁸⁸⁰

"Twenty-four High Street, Flatbush."

"Has his account been an active one?"

"Very."

"Have you brought a transcript of it⁵⁹⁰⁰ with you?"

"Yes."

Mr. Brainard took from his inside pocket a roll of paper.

"Will you tell us whether or⁵⁹²⁰ not Mr. Isaacson made a deposit on the third of last July?"

The witness ran his finger down the column⁵⁹⁴⁰ of figures.

"He did."

"How much was it?"

"Six thousand dollars."

Judge Barker nodded at Mr. Tutt, then addressed the⁵⁹⁶⁰ witness.

"What have Mr. Isaacson's deposits aggregated during the last year?"

"About forty thousand dollars."

"How many separate deposits?"

"Nineteen."⁵⁹⁸⁰

The judge raised his eyebrows at Mr. Schlemmer.

"I guess you had better get busy with your audit of accounts⁶⁰⁰⁰ as soon as possible!—You were quite right, Mr. Tutt. I am in a good deal better position to impose⁶⁰²⁰ sentence now than I was last week. —Have you anything more to ask the witness?"

"Only one question. Mr. Brainard,⁶⁰⁴⁰ will you be good enough to look around and tell us if you see Mr. Isaacson anywhere?"

"Sure!" answered the⁶⁰⁶⁰ paying teller without hesitation.

"Please point him out to us."

Mr. Brainard extended his forefinger toward Mr. Schlemmer.

"How is⁶⁰⁸⁰ that!" demanded his honor incredulously. "Do you say that Schlemmer and not the defendant opened the account with your bank⁶¹⁰⁰ under the name of Isaacson?"

Mr. Brainard looked at McGunnigle.

"I never saw that little fellow in my life. The⁶¹²⁰ big man there is Isaacson! I know him well. His wife and mine belong to the same bridge club. They⁶¹⁴⁰ meet every Saturday at his house on High Street. He always——"

But Mr. Brainard's explanation of what Mr. Schlemmer always⁶¹⁶⁰ did was interrupted by what Mr. Schlemmer attempted to do at that particular instant. With a truly astonishing agility for⁶¹⁸⁰ one of his size Mr. Schlemmer slipped through the opening in the rail beside the dais and made for the⁶²⁰⁰ door leading into the robing-room.

"He'll not get far, judge," said Mr. Tutt. "There is an officer outside waiting⁶²²⁰ to arrest him for the forgery of eighteen other checks drawn by the firm of Haecklemeyer, Schlemmer and Bintz to⁶²⁴⁰ the order of their various creditors."

Indeed, at that moment the court-room door opened and detective Mulligan appeared leading⁶²⁶⁰ a much dishevelled Schlemmer by the collar.

"What shall I do with this man, judge your honor?" asked the officer.⁶²⁸⁰

"Take him downstairs to the pen!" directed Barker. As the door clanged to behind the pair, his eyes shifted curiously⁶³⁰⁰ to the small bent figure at the bar.—"What have you got to say now, Mr. McGunnigle? Do you still⁶³²⁰ claim that you are guilty?" (6325)

(To be concluded next month)

Lesson Thirteen

Words

Commend, impale, inane, expenditure, furlough, ulcerated, incorrect, suburban, oxidation, furnishings, competence, foreign, candied, immoral, unattended, confederate, invented, countenance, embezzle, endeavor,²⁰ competency, concrete, cancer, embassy, candid, empty, impede, immortalize, enthrall, invalid, in-

temperance, extemporaneous, exchequer, exactitude, forever, unaccepted, unbroken, subjugate, expeditious, expunge,⁴⁰ subacute, subacrid, contaminate, forelook, inasmuch, inferior, fore-castle, inlaid, industrial, inflation, encounter. (51)

Sentences

Although the consul was unable to appreciate the more common words of the emperor, he was convinced of the necessity²⁰ of immediate action. The independence of our country was subjected to much unforeseen criticism. The inventor commanded the unfortunate engineer⁴⁰ to complete all arrangements for connecting the express cars. We most heartily commend you for your efforts in accomplishing the⁶⁰ completion of the building at the appointed time. My recommendation to you would be to connect up with some good⁸⁰ firm and learn the inside of the business. Few beginners have the least conception of what is expected of them¹⁰⁰ in an office. This is an industrial concern and we do not fear the effect of the present inflation of¹²⁰ prices. (121)

Lesson Fourteen

Words

Counterpane, contradict, instructively, electroliter, petrifactive, matron, extraction, construction, nitroglycerin, detraction, nutritious, centerpiece, patriotism, extremist, obstructive, comptroller, interlocking, entered, retrieved, materially,²⁰ intrusion, neutralize, patrimony, patricide, matricide, centric, central, electric lights, electric current, intermingle, interline, literally, interpreted, destroyer, electroscope, alternately, literalism, abstracted,⁴⁰ counter-change, externalism, ultramontane, constringe, extravaganza, countermarch, entrant, metric system, externally, interleave, interrogation, nitrogenous, redistricted, internal. (55)

Sentences

In contrast with last year the styles this year are extremely extravagant. This contract is most extraordinary in that it²⁰ compels the electrician to install alternating current throughout the district. He will instruct you in the use of these new⁴⁰ electrical appliances. Where were you when the electric current was turned on? The use of nitroglycerin in blowing the safe⁶⁰ destroyed a number of small contracts. This will introduce Mr. Frank Peterson a compatriot from Australia. He is given credit⁸⁰ for contriving an electroscope which won international recognition at the recent convention of electricians. We are contracting for the construction¹⁰⁰ of the electric lighting system in many metropolitan districts. (109)

Lesson Fifteen

Words

Agrarian, hydroplane, overpower, ship-builder, Antipodes, reclamation, underhand, circumfuse, transformer, inclining, paraphernalia, superannuate, suspicious, magnitude, postpaid, suppression, self-govern, disinclined, short-lived,²⁰ declarative, it is understood, McPherson, agreed, hydrometer, undermine, inclinometer, multiple, macadamize, overboard, undercut, parachute, post mortem, self-confident, circularize,⁴⁰ circumvention, self-supported, shipmate, shortcoming, transfigure, translucent, supernatural, undertow, self-possession, postgraduate, you will understand, understudy, grandchildren, supervision, self-reliant,⁶⁰ overrule, overdraft, underwent. (64)

Sentences

I can not understand why our transport service should not be equal, if not superior, to that of any other²⁰ nation. The superintendent declares it is self-evident that the third paragraph of the contract is superfluous and that he⁴⁰ is inclined to believe that the directors will postpone their meeting indefinitely. Notwithstanding his shortcomings, I will suspect that Mr.⁶⁰ McBride will be appointed to the Bureau of Agriculture as we anticipated. There was a strong undertow which pulled the⁸⁰ swimmer far from shore. The crew overpowered the villain and came near throwing him overboard. The selfish superintendent is very¹⁰⁰ self-confident. It is understood that the transformer will be in place by tomorrow night at the latest. (118)

Lesson Sixteen

Words

Adaptable, assortment, requested, inefficiency, requiring, ascribe, superimpose, herself, transcript, proscription, decomposition, boldness, interposition, assuming, empire, resultant, circumflect, caption, ceaselessly, assumption,²⁰ perspire, Farnsworth, presuppose, transient, inquired, deflection, allowable, apartment, annexation, blameless, bountiful, foreclosure, Wadsworth, charitableness, swiftness, aggressiveness, exposure, inefficient, presume, predisposition,⁴⁰ acquisition, conscript, awful, one-self, coolness, shiftlessness, rescript, tastefully, sameness, breathlessly, boundless, requesting, unaccountable, shameful, portable. (55)

Sentences

The surgeon's achievements and wonderful success in cases of amputation are noteworthy. Ellsworth was held blameless by his superiors. Can²⁰ you prove your proficiency in the art? The physician prescribed absolute rest for the patient. This remark made in a⁴⁰ moment

of thoughtlessness caused the youthful superintendent a great amount of trouble. The supposition that the boy had conspired with⁶⁰ men of questionable repute left him homeless. Mr. Farnsworth will lease a beautiful apartment near the lake. I presume you⁸⁰ would not indorse such shameful conduct. This apartment building is to be sold at foreclosure sale. The caption was tastefully¹⁰⁰ arranged. (101)

Supplementary Lesson Drills

Lesson One

Alley, Earl, decade, greed, ear, milk, millet, lacked, lead, nankeen, melée, click, dram, drill, ham, gagged, Galena. (17)

Ned will not trim the elm tree in the alley. Earl will get the millet at the mill. He will²⁰ make a good caddie. I would not take the dirk. The good lad would not go in the rain. Mary⁴⁰ will lead the drill. (44)

Lesson Two

Amber, agile, bacon, brittle, prairie, cherish, gavel, flake, cashed, pelt, pamper, petal, wrapped, plea, shred, trip, frappe, prim, vacate, played,²⁰ parade, level, vat. (23)

The heavy beam will not break. The agile cat leaped from the birch tree. I shall have the pelt put²⁰ in the rig before I leave. Every name will be given in the letter. The janitor will trim the hedge⁴⁰ for Mr. Bailey. She gave the tramp an apple. (49)

Lesson Three

Corrine, docket, toe, foggy, folk, Otto, colt, float, jolt, Orrin, pauper, Moline, negro, hoary, oblique, plot, pongee, remote, troll, phone,²⁰ job, Colby. (22)

The ship will dock here by the float. The judge would not call on our friend. Can Tom play a²⁰ good game of golf? John put the coal hod in the shed. Otto will be in on the plot. Mr.⁴⁰ Colby will not favor mob law. (46)

Lesson Four

Aloof, awaken, bloom, puppy, coon, loom, colloquy, group, muffle, nook, poodle, quell, shuttle, tour, tulip, whimper, Yoga, whirlpool, winnow. (19)

Can you paddle a canoe on the lagoon? Surely we will wait for your friend. You should look in every²⁰ nook for your watch. The poodle will get caught in the whirlpool. Do you know where I can get a⁴⁰ coal shovel? The market will be very dull for a week or more. (53)



"Worthy ambitions are splendid things. But the fun of life is just as much in attaining them as in the²⁰ moment of their attainment." (24)

Early Uses of Nickel

From "Popular Research Narratives"

Compiled by Alfred D. Flinn, of Engineering Foundation

(Copyright by the Williams and Wilkins Company,
of Baltimore)

Before nickel in alloy steel was an established fact it was introduced in a rather unusual manner.

In the early²⁰ eighties a paper on possible uses of nickel steel for naval ordnance was read in London and found its way⁴⁰ to Washington. At that time there was a bad yellow fever epidemic in New Orleans. Attempts to stamp out the⁶⁰ disease by known methods proved ineffectual. Someone suggested that as the yellow fever germ could not live in a low⁸⁰ temperature, the epidemic might be stopped by isolating the patients and keeping them at a sufficiently low temperature. A hospital¹⁰⁰ ship equipped with refrigerating apparatus moored in the Mississippi River was the plan decided upon.

Some studies of refrigerating machinery¹²⁰ showed that one of the difficulties was to get a metal which would withstand the corrosive action of ammonia gas.¹⁴⁰ The Committee of Congress which had the matter in charge decided that the new alloy known as nickel-steel was¹⁶⁰ the best metal. Thereupon bids were sent out for nickel. It was found that the world's supply of nickel, which,¹⁸⁰ up to that time, had been used principally for coinage, was so limited that some new supply would have to²⁰⁰ be found to meet the demand for this hospital ship.

Colonel R. M. Thompson, at that time proprietor of the²²⁰ Orford Copper Company, had on his hands a so-called copper ore from the Sudbury district of Canada which he²⁴⁰ found contained a substantial amount of nickel. There were no known methods about 1880 for separating nickel from²⁶⁰ copper as found in these ores. Here was an ore which contained the nickel the Government wanted for the hospital²⁸⁰ ship, but no way to get it out. Having, however, the courage of his convictions, Colonel Thompson went to Washington³⁰⁰ and agreed to supply the nickel.

A small blast furnace through which these ores were smelted was tried with every³²⁰ known flux which could be brought to Bayonne, New Jersey, with no results. Finally it was agreed that the general³⁴⁰ accumulation of miscellaneous ores, fluxes and other materials would better be cleaned up before any further attempt was made. In³⁶⁰ the process of cleaning up, Colonel Thompson had pointed out to him by one of his superintendents a pot of³⁸⁰ metal which had separated when dumped. No serious thought was given to this incident, but it was sufficiently suggestive to⁴⁰⁰ lead to sampling. The result showed the nickel in the bottom and the copper in the top.

The question then⁴²⁰ was which end what of the ingredients put through the blast furnace in the process of clearing up were responsible⁴⁴⁰ for the result?

By a process of elimination, the proper combination was established. This separating process was known from that⁴⁶⁰ time on as the "Orford Process." (466)

[This narrative was contributed by Mr. A. J. Wadhams, Assistant General Superintendent, The International Nickel Company, Bayonne, New Jersey.]

Making others happy is one way of making the best of it. (12)

Business Letters

Final Collection Letters

(From Gardner's "Constructive Dictation," page 130, letters 4 and 5)

Mr. A. R. Cole,
York, Pennsylvania

Dear Sir:

We cannot understand why you ignore our repeated requests for a remittance²⁰ in payment of the overdue balance on your account of \$206.28.

It is not⁴⁰ our desire to take any action in the collection of this amount which may be unpleasant to you. We cannot,⁶⁰ however, wait indefinitely for settlement and must insist upon a remittance or information as to why you are withholding payment⁸⁰ by not later than the 27th. Otherwise we shall be left no alternative but to take other steps towards¹⁰⁰ collection.

We trust you will not compel us to take this action, which we should very much dislike, and that¹²⁰ your remittance in payment of this amount will reach us promptly.

Yours very truly, (134)

Mr. A. I. Marx,
Easton, Pennsylvania

Dear Sir:

I have written you several times asking you to settle your account²⁰ of \$35 which was due a long time ago. I am surprised that you have given me no⁴⁰ answer or explanation.

The only explanation that I can find for your action is that you must be in such⁶⁰ a situation at present that you could not make a payment to me without causing those near and dear to⁸⁰ you great suffering. Is that correct?

Your account must not appear on my ledger after the first of next month.¹⁰⁰ If it is not paid in full or in part by that time I shall transfer it to my list¹²⁰ of "Poor and Doubtful Accounts." This will mean that you will get no further dunning letters from me until I¹⁴⁰



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AUGUST BUSINESS

With us, this year, July and August brought a sub-normal demand for teachers, but here are some of the places for which our nominees were taken: High Schools in Manchester, N. H.; Ilion, N. Y.; Manasquan, N. J.; Medina, N. Y.; Gloucester, Mass.; Cincinnati. And these others: Drexel Institute, Philadelphia; State Normal, Plattsburg, N. Y.; Bliss B. C., North Adams, Mass.; Pottsville, Pa., B. C.; Wausau, Wis., Business Institute; Atlantic City B. C.; Cambria B. C., Johnstown, Pa.

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(A Specialty by a Specialist)

E. E. Gaylord, Mgr.,

Larcom Ave., Beverly, Mass.

hear that your financial condition is improved. It will also mean that all further credit is withdrawn from you.

I¹⁶⁰ do hope, however, that you will be able to pay me before the end of this month so that your¹⁸⁰ name need not go on that list.

Very truly yours, (190)

30

It is hard to fail, but it is worse never to have tried to succeed. In this life we get²⁰ nothing save by effort.—*Theodore Roosevelt*. (26)

30

The crowning fortune of a man is to be born to some pursuit which finds him in employment and happiness,²⁰ whether it be to make baskets or broadswords, or canals, or statues, or songs.—*Emerson*. (35)

Key to September O. G. A. Test

ENDEAVOR

There's always a way, if you want to,
For where there's a will, there's a way.
The hills of the²⁰ morning look lower at night
If you've leveled them during the day.
There's always a smile in the tear drop,⁴⁰
There's ever a hope with a will,
And the crops in life worth the raising
Come from soil that is⁶⁰ hardest to till.
There's ever a gain in the trying,
Contentment lies ever in rest,
But gained from the fruits⁸⁰ of endeavor
When we've worked and given our best.
There's always a road to the hill top,
A goal we¹⁰⁰ can reach if we would;
There's our work that lies here before us—
Let us do it, and say it¹²⁰ is good. (122)

—*Edith Scott Magna*

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Plan—then plug. (3)

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Do your work—not just your work and no more, but a little more for the lavishing's sake; that little²⁰ more which is worth all the rest. And if you suffer as you must, and if you doubt as you⁴⁰ must, do your work. Put your heart into it and the sky will clear. Then out of your very doubt,⁶⁰ and suffering will be born the supreme joy of life.—*Dean Briggs* (72)

If employees never do any more than they have to, the employers cannot pay them any more than they have²⁰ to; and when men never do any more than they get paid for, they will never get paid for any⁴⁰ more than they do. (44)

Two Machines

From "Your Job"

By *Harold Whitehead*, of *Boston University*

You are a machine—a human machine—and, like all other machines, your effectiveness depends on all parts of the²⁰ machine working harmoniously.

It is astonishing what a close resemblance there is between the human machine and that marvelous invention,⁴⁰ the automobile.

Suppose you owned an automobile, and while driving it one day it suddenly stopped. What would you do?⁶⁰

You certainly would not stand across the road and look at the machine and say, "Why doesn't she go? What's⁸⁰ the matter with her?" No, indeed, you would not do that.

What you would do would be to lift up¹⁰⁰ the hood and delve into the machinery and find out what part was faulty. Having found out the cause of¹²⁰ the breakdown, you would repair that one thing and go on your way again.

To repair your automobile you must¹⁴⁰ have the right things to do it with. If a spark plug refuses to do its duty, you replace it¹⁶⁰ with a new one. But suppose you haven't another spark plug and cannot handily get one! You then have to¹⁸⁰ get a tow home, or, if very lucky, you might manage to crawl home with the power of the remaining²⁰⁰ spark plugs.

If you had a spare carburetor it would be useless to you, even though that one carburetor is²²⁰ worth a dozen spark plugs. You cannot use a substitute.

It is just the same with the human machine. If²⁴⁰ one part of your machinery is "broken," your progress is hampered according to the importance of the broken part.

If²⁶⁰ you are lacking in punctuality, let us say, you cannot say to Dame Fortune, "I know that my 'punctuality' is²⁸⁰ very faulty, but I'll offer you an extra amount of cheerfulness in its place as the price of success."

Dame³⁰⁰ Fortune, however, says, "No, you shall be successful if you will pay the price for success, and the price must³²⁰ be paid in kind, not in quality. I demand honesty, tact, good health, knowledge, etc., and you must pay the³⁴⁰ price if you want success and power."

You cannot view the human machine as a whole to find out what³⁶⁰ is holding you back, any more than you can view the automobile as a whole to discover why it does³⁸⁰ not go. You must do with yourself as with the automobile. You must find out just what part of your⁴⁰⁰ equipment is broken, and repair that particular part. You cannot use a substitute.

So, knowing that your success depends on⁴²⁰

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all parts of your "human machine" working together harmoniously, it at once becomes a matter of first importance to find⁴⁴⁰ out what trait is weak in you and—strengthen it.

Just as the automobile will run best when all parts⁴⁶⁰ of it are doing their work easily and harmoniously, so will you progress surest and quickest when you use all⁴⁸⁰ the traits which make up you, mental, moral, and physical. (490)

A Chinese Legend

The Father of Sin decided to sell his tools.

For inspection he displayed them in a row neatly labeled "Malice,"⁷²⁰ "Envy," "Hatred," "Jealousy," etc.

Each was marked with the price.

One, a harmless wedge-shaped instrument, much worn from use,⁴⁰ was priced a deal higher than the rest.

"What is that?" asked a customer, "and why is it priced so⁶⁰ high?"

"It is Discouragement," said the Evil One, "and it is priced so high because it is the most useful⁸⁰ of all my tools. Few men can resist its insidious penetration, and once inside a man, it opens him up¹⁰⁰ to all my works."

The price was so high that none could buy it, so the Devil still owns it¹²⁰ and still uses it. (124)

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The aggregate happiness of society, which is best promoted by the practice of a virtuous policy, is or ought to²⁰ be the end of all government.—Washington. (27)

Anatomy of the Thyroid Gland

Third of a series of articles for "solid matter" practice for the Medical Stenographer or Reporter

The relation of the basal metabolism to human anatomy, from the viewpoint of the physician, lies in the fact that²⁰ the thyroid gland is the most active structure of the body in the regulation of the heat production. The clinical⁴⁰ association of disturbances of the metabolic rate with changes in the gross and microscopic structure of the thyroid gland makes⁶⁰ it desirable for the physician to have clearly in mind a few facts relating to the anatomy of this gland,⁸⁰ in order that he may place proper interpretation upon metabolic and pathological changes. Marshall says that it is absurd to¹⁰⁰ speak of the "normal" thyroid gland because of the great differences in the size and shape of the gland in¹²⁰ different normal individuals. In a general way the thyroid resembles the lungs, consisting of two lobes connected usually by an¹⁴⁰ isthmus; this

isthmus is present in a central position in 75% of thyroid glands, is absent in¹⁶⁰ 10% of normal individuals, and is fused with a lateral lobe in 25% of glands.¹⁸⁰ In weight the whole gland varies between 20 and 40 grams: this is a very important observation, as it will²⁰⁰ be appreciated that a gland of the latter weight might often be classed with the goiters. The lateral lobes vary²²⁰ from three centimeters in height to twice this figure; the isthmus, when present, usually measures between five millimeters and two centimeters in breadth. Arising from the isthmus or from the medial part of the right lobe is a pyramidal process,²⁴⁰ present in 43% of glands. There are great variations in the structure of this process, and its²⁶⁰ significance lies in the possibility that a large pyramidal process may be thought to be a thyroid cyst or adenoma:²⁸⁰ it must always be considered when a slender or nodular body is found in about the midline attached to the³⁰⁰ thyroid gland.

The thyroid gland may be most readily distinguished from surrounding structures by palpating it as it moves upward³⁴⁰ on deglutition; the thyroid is attached by suspensory ligaments to the thyroid and cricoid cartilages and by the levator glandulae³⁶⁰ thyroideae to the hyoid bone; occasionally the pyramidal process reaches upward as far as the hyoid bone. Such relations cause³⁸⁰ the gland to be fixed firmly to the upper respiratory tract and are responsible for its wide excursion on swallowing.⁴⁰⁰ Accessory thyroid bodies may occur and may even become goitrous, forming the so-called lingual goiter at the base of⁴²⁰ the tongue or locating in the pleural or mediastinal cavities.

The thyroid has no excretory ducts. The capsule of fibro-⁴⁴⁰ elastic tissue sends subdivisions into the gland substance, forming acini, which are walled by polygonal cells and more or less⁴⁶⁰ distended by the thyroid secretion-colloid. The cells, particularly the layer next the sac contain highly refractile granules, known as⁴⁸⁰ mitochondria. These minute bodies are apparently not bacteria or artefacts but true constituents of the protoplasm. Goetsch has noted an⁵⁰⁰ excessive number of mitochondria in toxic goiter and has pointed out the close relation in many cases between the number⁵⁴⁰ of mitochondria and the activity of the gland. An excess of mitochondria has, however, been noted in myxedema, as well⁵⁶⁰ as in immature embryonic cells, nucleated red blood cells, actively regenerating tissues and, indeed, as pointed out by Cowdry, in⁵⁸⁰ almost all protoplasm. Perhaps the more general view of the significance of mitochondria is that they are indicators of cellular⁶⁰⁰ activity in the anatomical sense but not necessarily related to the pharmacological activity of the tissue in which they may⁶²⁰ be found. It seems best, therefore, to reserve judgment of the exact nature of mitochondria, and consequently of their relation⁶⁴⁰ to the basal metabolism.

From the clinical standpoint the type of goiter which is found to cause severe evidences of⁶⁶⁰ toxicity is the smooth goiter of moderate size associated with eyesigns. It is well known that the largest goiters are⁶⁸⁰ apt to cause

moderate symptoms or none at all. The "exophthalmic" goiter is associated with the most profound disturbance of⁷⁰⁰ the total metabolism, in the direction of an increase, that is known. Microscopically the gland is characterized, according to Goetsch,⁷²⁰ by: "increased height and size of the thyroid cells, the infolding and general hypertrophy and hyperplasia of the thyroid parenchyma⁷⁴⁰ and the diminished size of the acini, containing little or no colloid." The colloid has been found by Wilson to⁷⁶⁰ stain rather lightly both in toxic adenoma and in exophthalmic goiter; this is considered to indicate possibly a more active⁷⁸⁰ secretion of the colloid. (784)

Extracts from Basal Metabolism, by John T. King, Jr., Baltimore, 1924.



"If you see anything that is worthy of praise, speak of it. Even if you can not do a worthy²⁰ deed yourself commend one who does." (26)

Short Stories in Shorthand

The Wrong Formula

Mrs. Newlywed (Home Economics Graduate): I just knew if I kept that old chemistry book around the house I'd get²⁰ it mixed up with the cook book some time. (29)

Real Efficiency

"Mr. Wampus, I fear you are ignoring our efficiency system."

"Maybe so, Mr. Gump," responded the clerk at rest, "but²⁰ somebody has to get the work done." (27)

Carefully Preserved

Mrs. Goodhart: I am collecting for the church rummage sale. What do you do with your old clothes?

Mr. Hardup:²⁰ Oh, I hang them up carefully at night and put them on again in the morning. (36)

Playing Fair with the Landlord

The house agent had just informed the prospective tenant that the owner would allow no children, phonographs, radio sets or²⁰ dogs in his apartments.

"Well," said the house hunter, "we haven't any of those things, but I want to play⁴⁰ fair with the landlord. I guess you'd better tell him my fountain pen squeaks." (54)

Under Cover

Her dearest friend had come to tea, and she was telling her all about the attempted burglary.

"Yes," she said,²⁰ "I heard a noise and got up, and there under the bed I saw a man's leg."

"Good heavens!" gasped⁴⁰ her friend. "The burglar's?"

"No," replied the other; "my husband's, he had heard the noise, too." (56)

Two Stages

Mr. L.: How's your boy getting along in high school?

Mr. S.: Ach! He's half-back on the football team²⁰ and all the way back in his studies. (28)

Hard to Bear

She: My husband certainly does enjoy smoking in his den. Has your husband a den?

Other she: No, he growls²⁰ all over the house. (24)



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(Continued from page 101)

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